

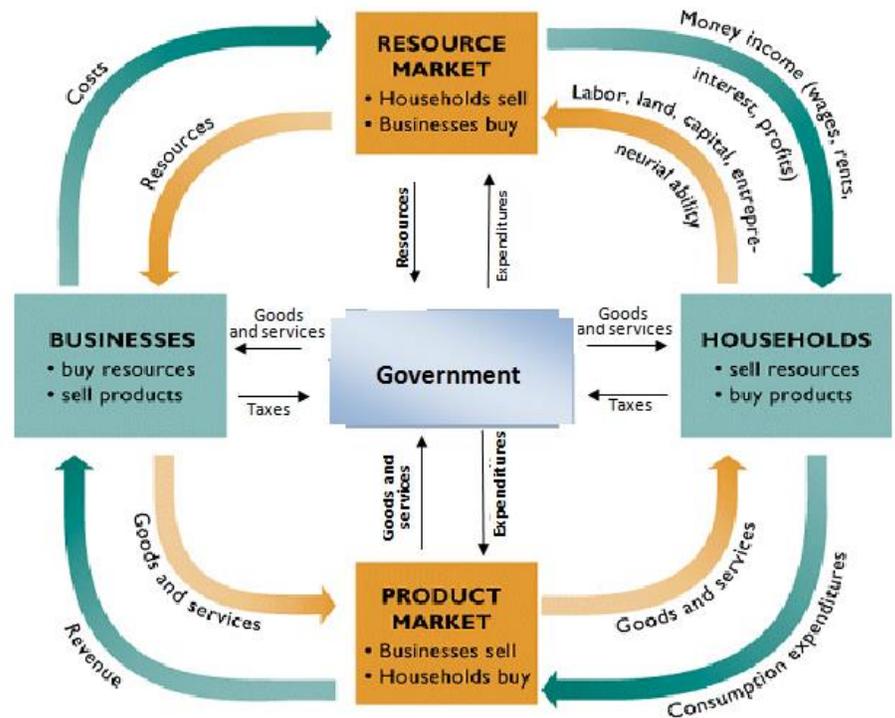


Course:
ECON 2302-003
FALL 2018

Meets:
Honors Classroom
MWF 12:20-1:15

Instructor:
Susan Doty
sdoty@uttyler.edu

A circular flow diagram, like the one below, is found in almost every economics textbook because it shows the players and the markets in a mixed market economy. Note that this references a closed economy, one without international trade. We can easily add a global component by showing how the rest of the world interacts in the resource and product markets.



Course Description

In this course, we explore broad foundational economic concepts and tools and then apply them to microeconomics by examining business firm goals, which include profit maximization in the context of a competitive global environment balanced with societal expectancy.

You will develop an economic way of thinking that rests on this basic premise:

Everything we value is scarce. Therefore, we can't have it all. Because we can't have it all, we must make choices. Every choice we make means giving up something else. That most valued alternative that we give up when we make a choice is our opportunity cost.

In short, that means that if we act rationally we will only choose to do those things for which the benefit is greater than the cost. This is true in our personal lives, in our academic lives and in our professional lives. It is true when we make household decisions, business firm decisions and government decisions.

What's in this syllabus

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We can use the following *Guide to Economic Reasoning* as a way of thinking in an economy:

- ✚ People choose.
- ✚ The choices people make have costs.
- ✚ People respond predictably to incentives.
- ✚ People create economic systems based on choices and incentives.
- ✚ People gain when they trade voluntarily.
- ✚ Consequences of the choices people make occur in the future.

Course materials:

Background Reading: There are three texts that we are going to draw from in this course and I will provide you with the resources from each; you don't have to purchase any course materials. The first is *Voices on the Economy: How Open-Minded Exploration of Rival Perspectives Can Spark Solutions to Our Urgent Economic Problems* by Amy S. Cramer and Laura Markowitz. 1st edition. 2019. ISBN: 978-1-7339-103-0-9. The second is *Common Sense Economics: What Everyone Should Know about Wealth and Prosperity* by James D. Gwartney, Richard L. Stroup, Dwight R. Lee, Tawni Hunt Ferrarini and Joseph Calhoun. 3rd edition. 2016. ISBN: 125010694X. I have posted the former and will provide the latter books for each Honors student in the class. In addition, I will make available issues from a third book called *Taking Sides: Controversial Issues in Economics*, which is now out of print.

Canvas: Please familiarize yourself with the UT Tyler Canvas system [here](#) and check into this class. If you are new UT Tyler and unfamiliar with Canvas, please take the Canvas 101 training. You will need to check Canvas daily for announcements and posted materials, use the discussion board, and know how to submit assignments properly.

Great minds
like a think.

The Economist

Often, when I ask students what comes to mind when they hear the term "economics," they will respond with "money." Economics may discuss money, but it is not *about* money. Economics is a social science about *choice*. It is about rational decision-making based on weighing costs and benefits and it relies deeply on critical thinking, quantitative analysis, communication in oral, written and technology forms, teamwork, personal responsibility and social responsibility. One or both *Principles of Economics* courses – Macro and Micro - are required for business, pharmacy, engineering, history, political science and economics majors and will also fulfill a social science requirement for most students at UT Tyler. This year, the HONORS economics class will count for Microeconomics (ECON 2302) credit. Do check with your advisor to make sure you are registered for the correct class.

How to take this course

One of the first visuals we will study in this economics course is the *Production Possibilities Frontier*, which assumes that an economy with limited resources will have to choose what it will produce because it doesn't have enough resources to produce everything it wants. If it chooses to produce quantities less than its resources allow, then it is operating inside its curve and is being inefficient. If it is using all its resources, then it is operating on its curve and being efficient. However, if it wants more of one product, then it must give up some of another. It can't produce quantities outside its production curve with its current resources, BUT if it acquires additional resources than it CAN produce more of what it wants by pushing its curve outward.

Inside the curve

Economies that operate inefficiently still produce goods and services even if they don't use all their resources, but they don't produce what they're capable of.

If you choose to get by in the class by doing the minimum amount of work to pass, you probably are not doing what you're capable of.

Does operating *inside the curve* make the best use of your resources?

Directly on the curve

Economies that operate directly on the curve are being efficient. They are utilizing all their resources to make the goods and services they feel are most valuable.

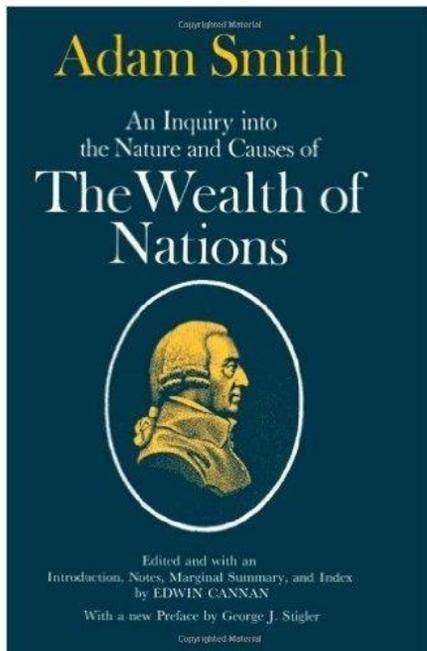
Maybe you are doing everything right to get the grade you want in this course but there's no slack in your world.

If you are operating *on the curve* and want to devote extra time to something else that matters to you, will you have to make a grade trade-off?

Pushing the curve outward

Economies that push the production possibilities curve outward are the ones that experience economic growth. They develop additional resources through education, innovation, technology, research and trade. These additional resources allow them to produce more of what they value.

My sincere wish for you is that you will push your production possibilities curve outward in this course and during your college years. Learn, experience and grow. Don't you want that also?



It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, but from their regard to their own self-interest. We address ourselves not to their humanity but to their self-love, and never talk to them of our own necessities, but of their advantages.

~ Adam Smith, The Wealth of Nations, Part I

Every individual... neither intends to promote the public interest, nor knows how much he is promoting it... he intends only his own security; and by directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention.

~ Adam Smith, The Theory of Moral Sentiments, Part IV

Course requirements:

Perhaps you've heard me say, "you care about your grades and I care about your learning." At first, that may sound like we have different definitions of student success, but we really don't. I define student success by demonstrated learning. If you learn and demonstrate that you have done so, then you can achieve any grade you want in economics. I have designed the course for that purpose. The course requirements and my grading policy allow you to demonstrate your learning in a variety of ways that lead to mutual achievement of our goals. Some students will find it easier to do so than others, but it is possible for every student to earn an "A" because I don't compare you to each other, only to the learning goals. I assess your learning on a variety of metrics and I award points for everything you do that demonstrates learning.

You will complete twelve cases, a midterm, a final short test and an independent project. There will be the opportunity for you to earn 700 graded points in the course. To earn the grade you want in the course, you need to earn points ... 630+ points to earn an A, 560+ points to earn a B, 490+ points to earn a C, and 420+ points to earn a D. Be careful to note that although a "D" is technically passing at the university level, many programs will not accept a "D" grade.

This is an honors class; I expect that you will be intellectually curious, engaged and willing to push yourself. Although you will only be responsible for presenting one aspect of each of the twelve issues we examine, I expect you to thoroughly read each issue and be ready to discuss any of the ten aspects of each issue. Each controversial issue that we look at will require a foundational understanding of various economic concepts. I expect you to identify and learn the underlying economics. I will help you, guide you, advise you and explain when you need more structure, but the responsibility for your learning will depend on your initiative and work ethic. Your 12 presentations will only

be 3-5 minutes each to leave us some class time for issue discussion. You need to be both concise and thorough – the key is organization.

Attendance and Participation:

Be prepared and be present! It is better if you do the reading and preparation before class so that, during our limited time together, we can apply and extend what you've learned. In this honors class, your classmates depend on you. That said, I would rather that you be there unprepared than not at all. There is a kind of learning that goes on when we are in community that you simply cannot get in another way. I will capture both your attendance and your demonstrated learning on thirty-two days over the semester – the twelve issue days and twenty others.



The late economist Murray Rothbard wrote, "It is no crime to be ignorant of economics, which is, after all, a specialized discipline and one that most people consider to be a 'dismal science.' But it is totally irresponsible to have a loud and vociferous opinion on economic subjects while remaining in this state of ignorance."

Issue Aspects:

In the Issue Overview, I am looking for current context. Think about answering the question, "why do we care about this issue?" You want to catch the attention of the class and encourage people to want to learn more. Research what is happening in the economy that makes the issue one worth studying.

For the underlying economic issues, we want to know what we need to understand about economics to fully comprehend the controversial issue and the policies that may develop around it. That means identifying AND explaining the economics. If graphs, formulas or data make the explanation clearer, then be sure to use them in this section.

The two background of the expert sections are designed to introduce us to the economists who take opposing sides on the issues. We want to know more than just their credentials, we want to know those who influenced them and those whom they have influenced. We want to know who funds their research, pays their salaries or guides their careers. In other words, we are looking for potential bias as well as background.

The two summaries are the most straightforward assignments, but that doesn't make them the easiest. You must summarize the opinions of the experts in their best possible light without interjecting your own opinions.

The two "what's missing" sections require some additional research. What are other experts saying? What do you wish you knew? Or, what leaves you feeling unfulfilled?

The informed personal opinion is exactly that – Informed! Be sure to base your opinion on sound economics and what is presented by the experts in the issue. Don't shoot from the hip.

The role of the discussant will be explained.

Grading:

A: 630 + points
B: 560-629 points
C: 490-559 points
D: 420-489 points
F: 419 or fewer points

REALLY?

Please see me in person during office hours if you are concerned about your course progress.

Issues and Participation

300 points

There will be twelve 20-point issues that we examine in class or on-line. You must complete graded issue number one and all issues for which you are assigned a role in the rotation. You may do a complete summary (all aspects) of any issue for which you do not have an assigned role of your assigned You will have a specific role for each issue and will be responsible for presenting it either in class or on-line (see issue rotation.) The other 60 points will come from class activities and participation at 3 points for each of 20 days.

Individual Issue Project

200 points

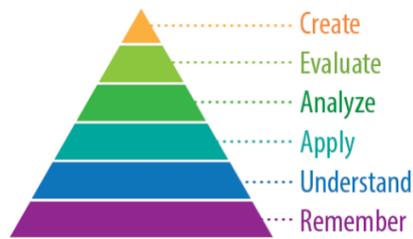
There are three components to this assignment. The first is the written assignment, worth 100 points. The other two are presentations, one in class the day of the final exam and one posted online in Canvas. The submissions are due with the final exam.

Comprehensive exams

200 points

There will be two exams – a take-home midterm and an in-person final. Each will be comprehensive and will require you to reflect on, interpret, apply and extend what we have explored in and out of class, The midterm will be administered over three days (10/2-10/4) and due on Canvas at 5:00pm on October 4th. The final short test is scheduled for Friday, December 6th in class.

Course Learning Objectives:



BLOOM'S TAXONOMY

Create: Can you create a new product or point of view?

- you can assemble, construct, create, design, develop, formulate, write, invent ...

Evaluate: Can you justify a position, stand, or decision?

- you can appraise, argue, defend, judge, select, support, value, evaluate

Analyze: Can you distinguish between different parts?

- you can compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test ...

Apply: Can you use information in a new way?

- you can illustrate, interpret, choose, demonstrate, dramatize, operate, sketch, solve, use, write ...

Understand: Can you explain ideas or concepts?

- you can classify, discuss, explain, describe, identify, locate, select, translate, paraphrase, report, recognize, translate ...

Remember: Can you recall or remember the information?

- you can define, duplicate, repeat, state, list, recall, memorize, reproduce ...

The economic content that we will cover in this Honors class is foundational to both macroeconomics and microeconomics. Additionally, we will cover more advanced content specific to microeconomics. Beginning with the vocabulary and graphic visuals associated with the foundational concepts and continuing through the advanced concepts, you will demonstrate your understanding in multiple ways including issue applications, in-class activities and objective test questions. A successful demonstration of foundational remembering and understanding is probably equivalent to a "C" grade in the course. Moving up the pyramid and showing that you can additionally apply and analyze these concepts in more complex class issues activities and with your short answer/graphing answers on exams probably leads to a "B" grade in the class. Extending your learning through evaluating prompts and creating your own work, as demonstrated in your final issue project will show that you have truly mastered the higher order learning objectives of the course. Added on to your good lower hierarchy work, will allow you to earn an "A" grade. Learning objectives are provided for each issue assignment and class. As an example of the levels of learning I would expect for each economic concept, I use one of the most basic of 'economic concepts below:

Concept	Remember/Understand	Apply/Analyze	Evaluate/Create
Choice	<p>Remember that <i>choice</i> is based on scarcity and that opportunity cost represents the value of the best alternative that is given up when making a <i>choice</i>.</p> <p>Understand that the production possibilities frontier is the visual representation of scarcity, <i>choice</i> and opportunity costs. Be able to properly label all axes, curves and relevant points on the graph.</p>	<p>Apply the concept of <i>choice</i> to examples of personal and economic decision-making by demonstrating the concept with a production possibilities frontier.</p> <p>Analyze the importance of marginal decision-making and the costs and benefits of a rational <i>choice</i> model.</p>	<p>Evaluate current events and everyday activity through the lens of economic thinking about <i>choice</i> in a writing assignment.</p> <p>Create a controversial issue presentation that integrates the related Guide to Economic Reasoning with the <i>choice</i> model.</p>

Course Schedule:

Class #	Date	Topics and Class Activities	Assignments and Preparation for Class
1	Monday 8/26	Welcome to Economics The Economic Way of Thinking	Choose and read an article from <i>The Economist</i>
2	Wednesday 8/28	Ask an interesting question	Read chapters 1-3 <i>Voices on the Economy</i>
3	Friday 8/30	Big Ideas in Economics	Read part 1 from <i>Common Sense Economics</i>
	Monday 9/2	Labor Day – No Class	Watch a <i>Brief History of Economic Thought</i> Video
4	Wednesday 9/4	A Brief History of Economic Thought 1	Read chapters 4-6 <i>Voices on the Economy</i>
5	Friday 9/6	A Brief History of Economic Thought 2	Present your assigned school of thought.
6	Monday 9/9	Bonding with your graphs	Read part 2 from <i>Common Sense Economics</i>
7	Wednesday 9/11	Agriculture Practice Issue Class Discussion	Read Chapter 7 <i>Voices on the Economy</i>
8	Friday 9/13	Product Safety Practice Issue	Read Chapter 8 <i>Voices on the Economy</i>
9	Monday 9/16	Backgrounds and Biases	Read part 3 from <i>Common Sense Economics</i>
10	Wednesday 9/18	Graded Issue #1 - online class <i>Written Assignment posted on Canvas Due at 11:59pm</i>	Read <i>Taking Sides</i> Issue: "Are Profits the Only Business of Business?"
11	Friday 9/20	Bonding with your graphs	Read Chapter 9 <i>Voices on the Economy</i>
12	Monday 9/23	Livelihood Practice Issue Class Discussion	Read Chapter 10 <i>Voices on the Economy</i>
13	Wednesday 9/25	Housing Practice Issue Class Discussion	Read Chapter 11 <i>Voices on the Economy</i>
14	Friday 9/27	Graded Issue #2 First rotation Individual aspect presentations	Read <i>Taking Sides</i> Issue: "Does Immigration Benefit the Economy?"
15	Monday 9/30	Connecting the Dots	Final Individual Issue Project will be posted. Review course to date.
16	Wednesday 10/2	On-line class Take-home midterm exam.	Work on your take-home midterm exam.
17	Friday 10/4	On-line class Take-home midterm exam	Submit your take-home exam by 5:00 pm.
18	Monday 10/7	Present your final project issue, framed as a dichotomous question to the class for review and comment	Self-assessment
19	Wednesday 10/9	Graded Issue #3 Second rotation Individual aspect presentations	Read <i>Taking Sides</i> Issue: "Has the Supreme Court made it possible for corporations to buy elections?"
20	Friday 10/11	Present your final project current context background to the class for review and comment	Identify current events sources



Meet your instructor:

Susan Doty – CAS #240

Director, Center for Economic Education and Financial Literacy at UT Tyler

This is my 10th year at UT Tyler. I teach Principles of Macroeconomics, Principles of Microeconomics, Honors Economics, Issues and Policy, Economics and Innovation, Economics of Education and Personal Finance (but not all in the same semester!) I am not a traditional academic, having come to higher education after a first career as an executive in the biotechnology industry. That said, I have been teaching for over 25 years and have been at some excellent institutions including the University of Arkansas at Fayetteville, the Maxwell School of Public Policy at Syracuse University and the University of Southern Mississippi. I am passionate about teaching and, even more so, about your learning. It is truly the reason I get up every morning. It has been an honor for me to be recognized for teaching effectiveness in multiple ways including the following:

- UT System Regents' Outstanding Teaching award (2015 ROTA)
- UT System Academy of Distinguished Teachers (2017 Fellow)
- UT Tyler Academy of Distinguished Teachers (2016 Founding Fellow)
- UT Tyler Student Life & Leadership award (2017 Faculty Partner)
- National Society of Leadership and Success Teaching Excellence (2018 Student Choice)

My scholarship is in the areas of educational effectiveness and pedagogy, especially as related to economic and financial education. I direct a Center to help teachers from pre-school to graduate school better integrate economics and personal finance into everything they teach. Related to this, I serve on multiple state and national boards and am currently the president of the National Association of Economic Educators. I consult for investment firms, banks, and not for profit organizations around financial literacy.

I love to read, travel, garden, play duplicate bridge and spend time with family (husband, 4 children, two grandchildren), friends (all over the world), and pets (dogs, cat, bird, snake ... not so much enjoyment from the latter!).

My greatest wish for you is that you will receive as much joy from your professional endeavors as I receive from mine.

Class #	Date	Topic	Preparation and Assignments
15	Monday 10/14	Graded Issue #4 Third rotation Individual aspect presentations	<i>Read Taking Sides Issue:</i> "Is the income inequality in the US distribution surging?"
16	Wednesday 10/16	Connecting the Dots	
17	Friday 10/18	Graded Issue #5 Online Class Fourth rotation Individual aspect presentations	<i>Read Taking Sides Issue:</i> "Should the US stop all offshore drilling for oil?"
18	Monday 10/21	Present your final project "yes" and "no" experts to the class for review and comment	
19	Wednesday 10/23	Graded Issue #6 Online Class Fifth rotation Individual aspect presentations	<i>Read Taking Sides Issue</i> "Is climate change a threat that requires urgent action?"
20	Friday 10/25	Submit your final project underlying economics to me for review and comment – online class	
21	Monday 10/28	Bonding with your graphs	
22	Wednesday 10/30	Graded Issue #7 Sixth rotation Individual aspect presentations	<i>Read Taking Sides Issue</i> "Should the compensation of executives be subject to government regulation?"
23	Friday 11/1	Present your final project underlying economics to the class for review and comment	
24	Monday 11/4	Connecting the Dots	
25	Wednesday 11/6	Graded Issue #8 Seventh rotation Individual aspect presentations	<i>Read Taking Sides Issue</i> "Is China's Currency Undervalued; Should the U.S. Take Action?"
26	Friday 11/8	Graded Issue #9 Eighth rotation Individual aspect presentations	<i>Read Taking Sides Issue</i> "Can US deficit and debt problems be solved without an increase in taxes?"
27	Monday 11/11	Present your final project "What's Missing" aspect to the class for review and comment	
28	Wednesday 11/13	Graded Issue #10 Ninth rotation Individual aspect presentations	<i>Read Taking Sides Issue</i> "Is Another Financial Regulatory Agency a Necessity?"
29	Friday 11/15	Graded Issue #11 Online Class Tenth rotation Individual aspect presentations	<i>Watch Video/Read Posted Issue</i> "Could Microcredit be successful in the U.S.?"
30	Monday 11/18	Industry Organization	
31	Wednesday 11/20	Bonding With Your Graphs	
32	Friday 11/22	Graded Issue #12 Online Class Eleventh rotation Individual aspect presentations	<i>Read Issue</i> "Should Economics and Personal Finance Be Required in P-20 Education?"
33	Monday 11/25	Thanksgiving Break	
34	Wednesday 11/27	Thanksgiving Break	
35	Friday 11/29	Thanksgiving Break	

Academic Integrity

The University of Texas at Tyler is committed to providing a setting for free inquiry, excellent teaching, research, artistic performances and professional public service. As a community of scholars, the University develops each individual's critical thinking skills, appreciation of the arts, humanities and sciences, international understanding for participation in the global society, professional knowledge and skills to enhance economic productivity, and commitment to lifelong learnings.

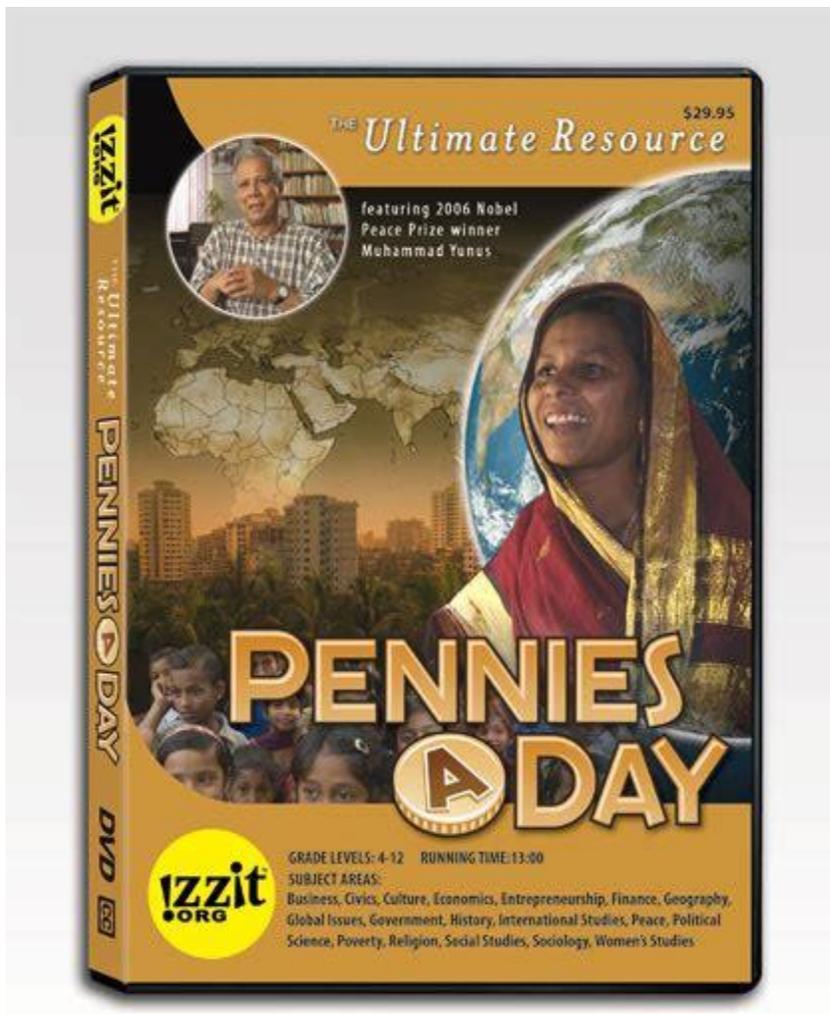
Such a commitment to a preeminent place in higher education also requires the ethical development of the entire UT Tyler community: students, faculty members, staff members, and administrators. The UT Tyler Honor Code is crucial to these ideals. The Honor Code is the means through which to apply the ethical ideal of honorable living to the lives of the UT Tyler community. Therefore, every member of the UT Tyler community joins together to embrace:



Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Class #	Date	Topic	Preparation and Assignments
36	Monday 12/2	Personal Finance	Read Part Four from <i>Common Sense Economics</i>
37	Wednesday 12/4	Personal Finance	
38	Friday 12/6	Final Short Test	Review all non-issue material after the midterm.
39	Monday 12/9	University Study Day No classes	
43	Wednesday, 12/11	Present your final project – all aspects - to the class for review and comment 12:30-2:30	

Have a fun, re-energizing winter break!



What does this video evoke in you?

ECONOMICS IS EVERYWHERE!

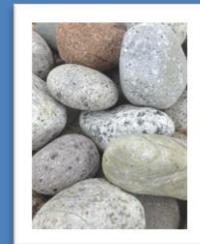
Game of Thrones fan?



Watch [this!](#)



Or, if *The Big Bang Theory* is more your style, check out Bazinganomics [here!](#)



Maybe you have seen or participated in *Tyler Texas Rocks* [here?](#) What about a subgroup of *UT Tyler Econ Rocks* with painted graphs or slogans like:

May your marginal utility always be positive!

What is not to love?

Economics is everywhere!



The Issue Project

Overview

Throughout the semester, we will consider 12 controversial issues. Each issue has been chosen based on its value to apply the economic way of thinking, illustrate economic concepts, and demonstrate policy formation and implications.

- *Are profits the only business of business?*
- *Does immigration benefit the economy?*
- *Do we need another financial regulatory agency?*
- *Is the income inequality in the US distribution surging?*
- *Should the US stop all offshore drilling for oil?*
- *Has the Supreme Court made it possible for corporations to buy elections?*
- *Is climate change a threat that requires urgent action?*
- *Can US deficit and debt problems be solved without an increase in taxes?*
- *Is China's currency undervalued and should the US take action to correct the undervaluation?*
- *Should the compensation of executives be subject to government regulation?*
- *Can microfinance work in more developed countries?*
- *Should economic and personal financial education be mandated in schools?*

The Rotation

We will frame each controversial issue as a dichotomous question and then examine each according to 10 aspects as follows:

1. Overview in current context
2. Underlying economic issues
3. Background and biases of the "yes" expert
4. Background and biases of the "no" expert
5. Summary of the "yes" expert argument
6. Summary of the "no" expert argument
7. What's missing from the "yes" position
8. What's missing from the "no" position
9. Informed personal opinion
10. Discussant

Each issue will either be presented in class or online. Each student will be responsible for one aspect of each case either in class or online, resulting in every student rotating through every aspect one time.

The Final Project

The rotation process prepares you to create your own issue analysis. As a final project, you will be required to identify a controversial issue, frame it as a dichotomous question, defend its importance in a current context, explain its underlying economics, choose opposing economic experts – one who argues "yes" and one who argues "no", research their backgrounds and uncover their biases, summarize their respective "yes" and "no" arguments, analyze what is missing from their arguments, and come to your own informed personal opinion. The final project will be presented in two formats – a 5-minute online presentation and a 10-page written paper – both submitted on Canvas at the end of the semester.

Issue Project Guidelines

Although the focus of this review of necessary and sufficient conditions will be targeted at the Final Issue Project, it is also appropriate for furthering your understanding of the student learning objectives on page four of this document. A necessary condition must be met but is not enough for success. After necessary conditions are met, then the sufficiency conditions kick in. These must be satisfied in total, although not individually, in order to achieve a minimum passing grade. As Honors students, I am sure you will not be satisfied with a minimum passing grade. The better you do on each of the sufficiency conditions, the more points you will earn for the overall assignment.

NECESSARY

Both parts of your final Issue Project assignments have two necessary conditions:

1. Each **MUST** be submitted on time, according to the dates in this syllabus.
2. Each **MUST** be submitted properly in Canvas.

Without both of these necessary conditions being met, I will not grade your assignment and you will not receive any credit no matter the quality of your work.

SUFFICIENT

This is where you can earn points on the assignment(s) for the quality of your work after you have met the necessary conditions above. I will post the actual assignment and grading rubrics in Canvas on Monday, the 1st of October, after we have been in class for over a month, covered the foundational material and worked through the first six rotations.

This will give you a little over two months to complete the project. During that time, there will be multiple interim due dates for pieces of the project to help keep you on track. The first of these - choosing your issue, framing it as a dichotomous question, and defending why it is important in a contemporary context – is due October 8th.

Although the rubrics will be more specific and relevant to each part of the assignment, the following five categories will capture sufficiency with ranking scores from poor to excellent.

1. How intellectually interesting is the issue?
2. How accurate is the economics?
3. How appropriately is the economics demonstrated or related?
4. How professionally is the assignment presented, given the required format?
5. How creative or insightful is your analysis in each aspect of the issue?

The Fine Print

Regarding plagiarism: On all assignments, doing your own work is absolutely essential. In ALL projects, you must cite the sources of any information, quotations or ideas which are not your own, using standard citation methods (APA, Chicago Style or MLA). I care much less about the form that you use as about you giving credit where it is due. Your grade is not nearly as important as your integrity. If in doubt, cite! Let me be very clear. You cannot clip and past text from the internet into your papers and pass it off as your own writing. You cannot turn in a paper that someone else has written or that you have bought or downloaded from online. Plagiarized work or exam cheating will automatically get a zero on the assignment and may cause you to fail the class, at my discretion. I take such violations very seriously. Please familiarize yourself with and follow the University policy on Academic Honesty in the Student Handbook.

Technology Use in Class: Our class notes and activities will be posted in Canvas daily. We will use these materials each day in class and you will need to annotate them electronically. You will need to access the internet when we visit websites to collect data, research economic topics, access your M-H materials or communicate with each other. This use is our attempt to be more efficient and to have a mostly paperless classroom. It requires a certain amount of maturity on your part. I expect you to stay engaged and focused and not to become distracted or to distract others.

Classroom Conduct

This is simply a matter of respect – mine for you and yours for each other and for me. Arrive to class on time and stay for the duration of class. Be quiet and attentive during lectures. Participate during activities. Be prepared by reading and doing your reading and homework before class. Except for your required device, keep your electronic devices turned off. Stay on task and don't get distracted.

In economics, we learn about the importance of private property ownership. Be good stewards of our university property. Do not eat or drink in class. Do not put your feet on the seats. Always leave the classroom cleaner than you found it. Do not photograph, audio or video tape lectures, discussions or activities. Do not copy or distribute any presentation, activity or assessment materials from class or course materials

Do your own work and properly cite the work of others. The University of Texas at Tyler has an academic integrity policy. I take it very seriously and expect you to also.

Be honest, do your best work and learn!



Required University Policies:

The following University policies must appear on each course syllabus or be provided as an informational sheet (weblinks to these policies may be used in the print or electronic syllabus and are found [here](#)). They include information about:

- Student rights and responsibilities
- Grade replacement/forgiveness
- Census date policies
- State-mandated Course Drop Policy
- Disability Services
- Student absences due to religious holidays
- Student absences due to school events
- Social security and FERPA statement
- Emergency exits and evacuation
- UT Tyler, a tobacco-free university – more [here](#).
- Handguns in the classroom – more [here](#).

Make-Up Policy

If you miss an issue presentation in class or online, your make-up policy is to write a one-page summary of all ten aspects of the issue. This summary is due electronically before the beginning of class on the day you return.

Help & Resources

If you are feeling lost or overwhelmed...

See me – CAS #141

I am your first and best resource. If you meet, I can quickly grasp what you know and where you are struggling and help set you on your individual path to success. You are welcome to visit any time during office hours. You don't need an appointment, just drop in. If you truly cannot make my office hours, which are MWF afternoons from 2:00-3:30, then I will be happy to schedule an appointment with you on MWF mornings between 7:30 and 8:30.

Contact me

If you have a quick question, you are welcome to contact my cell number (903.570.9020) for TEXT only. If you have a more complex question, please contact me via email (sdoty@uttyler.edu).

Course Materials

Use the text, the videos, the cases, and the notes that I post for you on Canvas. If you want more, come to my office and borrow books from my library.

Use the Student Support Centers

If you have trouble with the English language, grammar, spelling, and punctuation, please see our writing center. If you have trouble with math and graphing, please see our math center.

Course Toolkit

We are developing an economics toolkit this semester. Watch for new additions throughout the semester.

Accommodations

If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you in this course, please consult with me immediately at the outset of the course so we can design a solution that will help you be successful in the class.